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ABSTRACT

This narrative report introduces the Rough Rock Demonstration School's background, organization, and setting, which is characterized as a scene for doing what is needed in Indian education. Educational services discussed are preschool services (which include a Head Start class and a kindergarten class), phase one services (for the primary grades), and phase two services (for older students). Dormitory services are discussed in terms of staff, students, activities, and problems of behavior and health. The Navaho Curriculum Center's activities, financed primarily by E.S.E.A. Title I funds, are discussed in terms of a transition period at the beginning of the 1968-69 fiscal year, and of its continuing work, which emphasized the writing of Navaho language books and the use of classroom aides. The Rough Rock Development Project is discussed in terms of its development out of the Community Services Division of the demonstration school. School Board decisions from July, 1968 to June, 1969 are listed and briefly discussed. [Photographic illustrations have been deleted due to their marginal reproducibility.] (JM)

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ANNUAL REPORT OF ROUGH ROCK DEMONSTRATION SCHOOL FOR 1968-69
JULY 1, 1968 THROUGH JUNE 30, 1969

ED035690

Prepared by

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SECTION I

INTRODUCTION

Lest the years go by without adequate documentation of the activities at Rough Rock Demonstration School which make it a showplace of Indian education, this annual report is prepared summarizing developments of particular significance during 1968-69.

I. BACKGROUND

As a consequence of a long standing desire on the part of tribal officials, Bureau of Indian Affairs personnel, and university leaders, the funds for experimentation in Indian education on the Navajo reservation released by the War on Poverty were utilized to bring about what had long been dreamed of: a demonstration school where new, daring methods could be tried which would permit Indian people to truly control their own schools.

With the cooperation of the Bureau of Indian Affairs, which provided Lukachukai Boarding School as the locale for this venture; the Navajo Tribe, which permitted the Chairman of its Education Committee to devote much of his time to the work; and Arizona State University, which supplied professional expertise in Indian education, the Lukachukai Demonstration Project was launched and continued through the 1965-66 academic year.

Unfortunately the administrative arrangement that was worked out: the placement of the demonstration staff in the same school with a regular Bureau of Indian Affairs faculty with the hope that they might complement each others efforts, precluded true experimentation. It was then with a sense of both regret and frustration that the demonstration aspect of the school was being considered for closing in the spring of 1966.

At this point a startling new idea originated: why not take a school facility which had never been used before, one that was brand new, and turn it over completely to a demonstration staff? The very audacity of the idea intrigued everyone concerned. A school plant fitting the description existed at Rough Rock. It was soon found that the local populace there were in favor of this bold new experiment in their community. A local school board was elected, a private non-profit corporation was legally constituted, and Rough Rock Demonstration School formally came into existence, and operation, on July 1, 1966.

For the first two years the chief executive officer was Dr. Robert A. Roessel, Jr., the person who had so much to do with nurturing and bringing to fruition the concept of a demonstration school on the Navajo Indian Reservation.

But it had long been an adamant contention of Dr.

Roessel's that leadership positions at Rough Rock should be filled by Navajos, including his own job as Director of the entire school. Thus he prevailed upon the school board during the course of the second year of operation to hire a Deputy Director who would receive final training for the top job and assume the Director's position on July 1, 1968. Such was done and the present Director: Dillon Platero, was agreeable to quitting his job at Arizona State University's Indian Community Action Project and joining the staff.

II. ORGANIZATION

At the point this annual summary picks up the continuing story of the work at Rough Rock, the first Navajo director has begun his term of office. Immediately subordinate to him were five assistant directors, one each for: Educational Services, Administrative Services, Dormitory Services, the Navajo Curriculum Center, and Community Services.

Although Educational Services, the very heart of the school, was headed by a non-Indian during 1966-67, the following year a Navajo lady who had been with the school from its beginning (with both bachelor and masters degrees from the University of Arizona) assumed the job of Assistant Director. The combination of both professional competence and language-culture knowledgeability proved to

be one that stood Mrs. Pfeiffer in good stead in dealing both with the many problems of professional organization and administration and with the concerns of local parents (many of whom are unable to speak English) about their children's welfare in the school situation.

Administrative Services was conceived as that segment of the school whose work may be less glamorous and often less exciting than actually dealing on a daily basis with children, but whose functions are vital to the school's operation e. g. food services for the children three times a day, accounting for funds and issuing pay-checks to personnel every other week.

Dormitory Services had originally been a part of Educational Services and then was placed, for a short time, in Community Services, before being administratively separated into a department of its own. The demonstration school had found, as have innumerable other schools on the Navajo reservation, that the art of running dormitories efficiently and with regard to the benefit of their inhabitants, is one that takes persons with great skill and more tact. During 1968-69 the department was headed by a former teacher who had been first attracted to Rough Rock to work in the 1968 summer program. The calibre of his work seemed to make offering him this important job the desirable thing to do.

The Navajo Curriculum Center had, since the beginning

of the school, been entrusted with the mammoth program of writing materials suitable for use in teaching Navajo language and culture. One of the main difficulties Educational Services faced in the early days was a lack of suitable texts with which to teach in these two subject areas. In 1968-69 a highly skilled classroom teacher (who had served as Assistant Director for Educational Services during the first year of the school's operation at Rough Rock) undertook the task of improving organization in the Navajo Curriculum Center and actually getting books through the many stages they must pass through before they are ready to be put into the students' hands.

The final major department at the school: Community Services, was able to become even more responsive to the wishes of the local community as a deputy assistant director was hired who then replaced the assistant director in the spring of 1969. This new person, a life long resident of Rough Rock, has just graduated from Arizona State University and thus brought the enviable skills of professional competency and familiarity with the language and culture to his work. In January, 1969 the department was further reorganized to lessen the ties it has with the school proper and to make it more responsive to the wishes of the local community.

III. SETTING

As the 1968-69 fiscal year began, Rough Rock Demonstration School had two successful years behind it and an ever growing confidence in the wisdom of its educational philosophy. Of the seven member local school board, four were ready to begin their last year of service before standing for re-election and all were eager to continue representing their communities on the governing body.

An ungraded system of classification of students had been put into effect the previous year which divided the children into two phases: primary and upper. It was with keen anticipation that many new teachers, along with a sprinkling of old timers, looked forward to the return of Rough Rock's children after the summer vacation.

The scene was set for another exceptional year of doing, not just talking about, what is new and desirable in Indian education.

SECTION II

EDUCATIONAL SERVICES

Even though many areas of interest clamor for attention at Rough Rock Demonstration School, still the heart of the entire operation remains the instruction of the community's children. The successful execution of this task is assigned to Educational Services.

I. PRESCHOOL SERVICES

During the entire 1968-69 academic year Mrs. Tinna Willie, a Navajo lady who came from Blanding, Utah, taught Head Start at Rough Rock.

Highlights of the year were:

September 3, 1968. Class began with an initial enrollment of 11.

September 6, 1968. By the close of the first week of school the enrollment was 21.

September 20, 1968. At the close of the third week of school the class roster listed 25 children.

September 27, 1968. Head Starters took a walking trip to Rough Rock Trading Post.

October 3, 1968. A field trip was taken to Monument Valley.

October 14-15, 1968. The teacher and aides participated in an in-service training workshop taught by Dr. Gattegno.

October 21, 1968. Teeth were examined by the dentist.

October 30, 1968. A halloween party was held in the classroom for the children and their parents.

November 11, 1968. School was not in session: recessed for Veterans' Day.

November 14, 1968. The children had their vision screening done at the Rough Rock Clinic by the Public Health Service School nurse.

November 27, 1968. Students participated in Navajo Day Activities and attended an assembly in the school's gym.

November 28-29, 1968. School was recessed for the Thanksgiving Holiday.

December 2, 1968. Class was not held today because of deep snow.

December 3, 1968. Those children who needed them got shots immunizing them against measles and smallpox.

December 18, 1968. The children attended a Christmas party in the gym.

January 6, 1969. Class resumed following the Christmas vacation period.

January 8, 1969. The buses did not operate because of impassable mud. Thus the class attendance was drastically reduced today.

January 22, 1969. The children had their hearing checked by a team of Public Health specialists.

January 30, 1969. The Public Health Service hearing specialists returned to recheck four Head Start students whose previous hearing exams indicated potential hearing losses.

February 7, 1969. Because of heavy snowfall yesterday, the buses did not make their runs today. Class size was accordingly reduced.

February 13, 1969. The students had a Valentines Day Party in their classroom.

February 17, 1969. The children received their polio and DPT shots from the nurse.

February 19-20, 1969. The buses did not operate because of heavy snow and mud.

February 28, 1969. The class celebrated the fine weather today by going on a picnic.

March 4, 1969. Heavy snow prevented the buses from making their rounds today.

March 11, 1969. The buses were unable to operate because of snow.

March 31, 1969. Head Starters went on a half day field trip to a scenic area near Chilchinbeto, Arizona.

April 1, 1969. School was in session only half a day.

April 16-17, 1969. The regular class' teacher, Mrs. Willie, had to be absent today. The group was taught

by the aides in her absence.

May 2, 1969. The class went to Kitsilee (atop of Black Mesa) on a picnic.

May 5, 1969. School was in session only half a day. The buses left shortly after noon because of heavy rain which was fast making the roads impassable.

May 6, 1969. School was in session only half a day inasmuch as heavy rains made the roads difficult.

May 7, 1969. The buses were unable to operate today because of deep mud.

May 12-13-14. The children took a field trip to Blanding, Utah.

May 22, 1969. The class took a hike to a small canyon above the trading post and ate a picnic lunch there.

June 2, 1969. Class attended graduation ceremonies and heard Senator Edward Kennedy deliver the commencement address.

June 6, 1969. School was dismissed for the final time in the 1968-69 academic year.

Preschool Attendance in 1968-69

Average Attendance	Head Start	Kindergarten
September, 1968	19.4	22.2
October, 1968	20.4	23.4
November, 1968	19.8	25.2
December, 1968	20.8	22.9
January, 1969	23.3	25.0
February, 1969	24.0	22.8
March, 1969	25.5	22.7
April, 1969	30.1	26.8
May, 1969	23.5	24.5
June, 1969	18.5	23.6

II. PHASE ONE

To provide the best administrative services to the school's children and teachers, our student population was divided into two groups: Phase I (the primary grades) and Phase II (the older students).

The overall Assistant Director for Educational Services, Mrs. Anita Pfeiffer, devoted her attention to providing supervisory attention to the ten teachers in the Phase I faculty. Inasmuch as these were nearly all bilingual teachers, and inasmuch as Mrs. Pfeiffer herself is bilingual in Navajo and English, the arrangement made possible the expedition of school business in either medium.

Mr. Ted Bradley, an administrator with 30 years previous experience in various private schools throughout the nation, provided leadership to Phase II personnel.

Although Rough Rock Demonstration School operated on an ungraded system last year, the children obviously have to be grouped by some criterion to permit orderly instruction. This year the main basis for such classification was chronological age.

As a part of the activities one usually finds in any Follow Through Program, a Parent Advisory Committee was constituted to provide for maximum possible participation by these local adults in their children's academic endeavors.

Twelve members were elected to this wholly volunteer organization i. e. none were paid for their services but donated both considerable time and effort to the Follow Through Program as an outcome of a very real civic pride.

One of the first actions taken by the Parent Advisory Committee was institution of Parent Aides in the Follow Through classrooms. This additional adult in these classrooms further reduced the child-adult ratio and permitted even closer personal attention to the needs of individual students. At first the Parent Aides were selected to serve for a one month period but this was soon lengthened to two months when it became obvious that a longer period would be advantageous to all concerned.

A continuing in-service training session began in October with Dr. Caleb Gattegno, of cuisenaire rods fame, holding intensive sessions for two days with all the faculty (both Phase I and II).

The photographer arrived in November and took individual portraits for the first time since the demonstration school came into existence. This was followed, just before Thanksgiving, by a two day visit of Phase I faculty to several other schools, both on and off reservation, which have a predominately Navajo clientele.

The Parents Advisory Committee also continued active,

taking a trip to the Hopi Reservation, at Oraibi, to observe the Follow Through operation there.

It was with regret that the classes saw their Parent Aides leave them early in December but the sorrow at parting gave way soon to enthusiasm for the dynamic ideas brought by the second group. In the Navajo curricular areas particularly: Navajo language and Navajo social studies, they proved of inestimable value.

Following the Christmas vacation the entire staff turned to with a will to lend authenticity to an internal evaluation which pointed out both strengths and weaknesses in the current operation. While the former were appreciated, the latter were looked upon as a challenge for improvement.

A program probably unique to Rough Rock: the Navajo Live-In, continued in the spring. Various members of the faculty and staff were provided with the opportunity to actually move in with a local family for two or three days and to participate in their daily routine. As one might well imagine, a great deal was learned in these relatively short periods that one could never, in a lifetime, get from studying books.

Aware of the disruption that the lambing season usually brings to any school on the reservation, Rough Rock attempted to anticipate the desires of the people and

arranged for expansion of the bus routes in time for many students who had previously lived in the dormitories to attend on a day basis and help their parents in the evenings. The concept was met with such popularity on the part of the children that the expanded bus service was maintained throughout the remainder of the academic year.

However, lest one be accused of presenting a false picture of the situation, it should be noted that this experiment was not without problems. Attendance of some of the children (especially those to whom attending on a day basis was something entirely new) was not as good as it should have been and several meetings with community members were held to improve the situation. Although some progress was made, there was room for improvement throughout the remainder of the academic year.

The school having been subjected to several evaluation studies during the year, some of which seemed to lack depth of perception on the part of the evaluators, two consultants: Dr. Dodds from the University of Denver and Dr. Bernardoni from the University of New Mexico, met with administrative personnel to begin planning for a five year, longitudinal study in which the accomplishments of the school can be systematically, lucidly, and dispassionately set forth for the edification of all who are truly interested in the improvement of Indian education.

As spring arrived, proposal writing hit a fever pitch. Especially involved was the Follow Through Proposal for 1969-70. Miss Eva Benally, who will devote her full time supervising this important segment of the curriculum, found that daily classroom teaching and proposal writing combine to present a work load of herculean proportions. The document was finally completed and submitted to the Office of Education with a sigh of relief.

Another annual phenomenon that always occurs in the spring is the planning and taking of field trips. This year one group went to Phoenix, one to Tucson and Mexico, and one to Salt Lake City. Although logistics for such trips are always formidable, the excursions are eagerly anticipated by both students and faculty.

Responding to a desire on the part of the Parent Aides to learn more of their native tongue, a class of ten was begun in which the reading and writing of Navajo was simultaneously undertaken. This proved to be a most illuminating experience for the Aides: they began to more fully realize the task before the children with whom they work.

To present our curriculum in a more concise manner than had been possible before (to the many visitors who requested a copy of guidelines for what we teach), five school wide curriculum committees prepared "Curriculum Guidelines" the latter part of 1968-69. The summarizing

of what is taught in English, math, social studies, Navajo language, and science is expected to prove a boon to our own staff and be helpful in giving visitors the more concrete information which they so often request.

The school year closed with the first commencement ceremonies when twenty-four eighth graders left the school following a graduation address delivered by Senator Edward Kennedy (see figure #2).

It was then just a week before the summer session began with elementary operations at three locations.

The year came to a close with a Bilingual Workshop taught at Rough Rock by Dr. Vera John from Yeshiva University. Thus closed the third year of operation for Rough Rock Demonstration School. As can be seen from this briefest of summaries, we in Phase I did indeed practice what we preach: we did show that community involvement in the educational process of Navajo children is taking place at Rough Rock to the benefit of both students and local adults.

19/20/21/22/23/24

III. PHASE TWO

From an administrative point of view this past year, there were three basic changes of value: the single change in the Phase II schedule from four to five "core" groups; the development by faculty committees of the Curriculum Guidelines, and, finally, new report sheets showing student progress to parents.

The 138 students (67 girls and 71 boys), who maintained an 89.1% average daily attendance in Phase II this school year, started out in four "core" (self contained) groups, plus about a dozen electives with special subjects. Each core group spent only eleven periods a week in basic subjects under this schedule. In October a new schedule was put into effect: five core groups having twenty-four periods per week, plus the special subjects of Navajo language, Navajo social living, home economics, industrial arts, and physical education. This new schedule worked successfully for the remainder of the year.

Before Christmas, faculty committees started developing Curriculum Guidelines for language arts, mathematics, social studies, Navajo language and culture, and science. With the exception of the latter, all were completed and published in a manual by June 30. This is a tremendous step forward in implementing the educational aims of our school.

The new report sheets for both core subjects and special subjects have proven quite comprehensible to the parents and their children. In addition to English comments, a system of encircled symbols (horses) makes the progress of the students more understandable.

From the student point of view, the events of this year have been pleasant, judging from better "going to school" habits and increased enthusiasm as the year went on. Our sports program, mainly basketball, was as successful as usual; ROUGH IDEAS, the all student newspaper, was popular; most of the clubs started were continued all year; spring California Achievement Tests were taken in stride; field trips (Mesa Verde National Park, Flagstaff, Phoenix, Lake Powell, Mexico . . . to name a few) were anticipated, enjoyed, and remembered educationally. Whatever successes the students had individually and collectively, I think rests on two main factors: the security of the new schedule and the efforts of the faculty, aides, and parents.

From the faculty point of view, I have been told that the year was one of personal and professional growth. They could not have been more cooperative with the "new man" (i. e. me), and were pleased with the changes they felt they had a part in. The numerous evaluations were taken with increasing pride and enthusiasm. The Navajo Aides proved

more and more helpful as classroom colleagues and the student interns from Northwestern and Wilmington (ten in all) worked out very well, proving beneficial to us, themselves, and their respective colleges. Various in-training workshops, conducted by such experts as Dr. Caleb Gattegno, Dr. Oswald Werner, and Paul Sowers, were both practical and inspirational. One of the popular new events the faculty enjoyed were the Navajo Live-Ins, where time was spent actually living and working in hogans with Navajo families.

It would not be right to end this brief summary of the year without expressing my thanks to all at Rough Rock for their helpfulness.

SECTION III

DORMITORY SERVICES

Although Rough Rock Demonstration School has always regretted that the maintenance of dormitories on campus for our students is necessary (we would much prefer the children to have the emotional security that derives from attending on a day basis), it is recognized that the roads around Rough Rock at this time are in such a state of disrepair that it is impossible for many of the children to attend on a day basis. Thus the school attempts to make the best of an admittedly bad situation by operating dormitories which are as reflective of the child's home culture as possible.

I. STAFF

To adequately staff the dormitories at Rough Rock has posed problems ever since the school began on July 1, 1966. The main difficulty has been to find a person, or persons, qualified both in the professional care of children and in familiarity with the Navajo language and culture, to provide overall supervision for the employees in the Dormitory Services Department.

Having had two department heads in as many years previous to 1968-69, once again a new start was made as Mr. Donald Anderson assumed the position of Assistant Director for Dormitory Services.

Working with him were Miss Ida Smiley and Mr. Paul Arviso, heads of the girls' and boys' dorms respectively; a group of Instructional Aides; and nine Dormitory Parents.

The Dorm Parents positions were to be filled on a rotating basis with tenure of service being eight weeks.

Mr. Dick Drabble, formerly with a mission school on the Navajo Reservation, was hired as the new Dorm Parent Coordinator.

During the year, four sets of local adults had an opportunity to serve at the school as Dormitory Parents. Tours of duty were from the beginning of school to October 28 for the first group; from November 1 through December 20 for the second group; from January 2 through February 28 for the third group; and from March 1 to the end of school for the final group.

To help forge initial harmony, a Dormitory Staff Workshop was held July 22 through August 2. These sessions provided opportunities for all to become equally well informed as to the requirements of their various jobs and their roles in the total operation of the dormitories and entire school.

In addition to the initial all-dorm staff orientation sessions, an all-school orientation program occurred from August 19 through 23. Then in November Dr. Ralph Wetzel from the University of Arizona conducted a brief training session.

As school resumed in January, a reshuffling of job

descriptions and responsibilities occurred which found Mr. Drabble, previously the Dorm Parent Coordinator, moved into the Educational Services Department as Director of Special Activities (his old duties were assumed by the heads of the two dorms) and Mrs. Dollie Yazzie placed in the job of Training and Guidance Specialist.

In early February and late March the dorm staff divided into two groups with each segment having an opportunity to visit two other boarding schools on the reservation with an eye on practices which might be adapted to Rough Rock's dormitory program.

The regular employees i. e. the Instructional Aides and supervisors then finished out the year, following the dismissal of school for the children, by enrolling en masse at the Navajo Community College for courses designed to help them improve their skills in dormitory work.

II. STUDENTS

Children began entering their dormitories on September 2, 1968 for the new academic year. By the end of the month a total of 280 had so enrolled and were housed in the two dormitories by sex.

With the arrival of the Tribal clothing issue in October, the student body became better equipped for the

cold winter months ahead. The effects of the bad weather were not long in coming either: in November the boys' building was reporting a high incidence of flu and measles.

All children and staff had an opportunity to turn their attention to other pursuits during the Christmas period as the children were able to return to their homes (in marked contrast to the previous year when Christmas Day saw some children in the dorms snowbound by the gigantic storm of 1968). Such staff members as remained on duty worked a regular five day a week schedule cleaning and doing some painting.

An increase in bus service in the spring (now that the weather was improving) permitted many children to begin attending school on a day basis. So many took advantage of the opportunity that the girls' building soon found itself with an enrollment of only 90.

Thought was given to converting the two dormitories into co-ed arrangements with the older boys and girls living in what had been theretofore the girls' dorm and the younger children all living in the boys' building. Enthusiasm seemed so high that the new arrangement was made for the last few weeks of school but community opinion rejected it and it was decided to revert to the traditional boys' and girls' buildings in the fall of 1969.

With the completion of the 1968-69 academic year on June 6, 1969, both buildings were closed for repainting, extensive cleaning, and remodeling which will allow Dorm Parent Teams to provide even more intensive care of the children next year.

III. ACTIVITIES

With the resumption of academic activities in the fall, the dormitories quickly organized themselves and provided a wide assortment of club activities (especially in the girls' building) to further enhance the children's learning experiences (see figure #8).

Some of the special activities arranged for the dorm students included the first performance of the Indian Dance Club in September, an all-school carnival in October, an all-school Christmas party on December 18, and several open house days during which time the children could "show off" their living quarters.

Field trips sponsored by the dorms included journeys to Mesa Verde National Park, Flagstaff, Window Rock, Chinle, and Phoenix.

With the advent of consistently good weather, the academic field trips were undertaken in April and May, an annual event that always injects a note of novelty to institutional living.

IV. PROBLEMS

A problem area became more demanding of attention as the boys' building found in October that tardiness in returning from weekend leave was becoming more pronounced. Meetings with community members in general, and with specific parents as they checked out their children for the weekends, emphasized the harm such disregard for punctual returns was doing to their children.

Particular improvement was made in March in the manner in which the dining hall had been operating. Closer supervision and cooperation between Dormitory Services and Administrative Services resulted in a more pleasant dining atmosphere for everyone.

The maintenance of sound health afforded some problems as the boys especially were hard hit by measles and chickenpox in January and continuing colds in February.

February also witnessed a rash of behavior problems in the boys' building which were effectively handled by a subcommittee of the local school board and by consultation with Dr. Bergman from the Public Health Services.

While dormitory operations had their ups and downs during 1968-69 (as all dorms do throughout the reservation), the staff attempted to keep the "downs" at a minimum and to provide the highest calibre of professional care and the greatest depth of human compassion possible for each child at Rough Rock Demonstration School.

SECTION IV

NAVAJO CURRICULUM CENTER

One of the most innovative aspects of Rough Rock Demonstration School, the Navajo Curriculum Center, operated primarily on funds from Public Law 89-10. In obtaining these monies it was agreed to publish certain books and classroom aids dealing primarily with Navajo language and culture.

I. TRANSITION PERIOD

As the 1968-69 fiscal year began, the former Assistant Director for the Center resigned to pursue graduate work at the University of Chicago. Mr. Martin Hoffman, a classroom teacher with previous administrative experience at Rough Rock, was appointed to fill the position.

Mr. Hoffman found himself in a position to take delivery on the book, Coyote Stories, which was finally ready for general distribution and to undertake much work in reorganization and restructuring of the entire modus operandi of the Center.

Extensive remodeling of their physical quarters provided for more efficient use of both space and personnel.

II. CONTINUING WORK

Inasmuch as the new Assistant Director inherited fixed commitments to the Bureau of Indian Affairs in exchange for the Public Law 89--10 funds being used, a concerted effort

was made to so arrange work schedules as to make consistent progress toward these obligations.

High on the priority list was the writing of a Navajo history book from the tribal viewpoint. Todd Simonds and Jimmie Claw, Sr. undertook the task which proceeded apace until Mr. Simonds suddenly quit the scene.

In September, time had to be taken from the busy work schedule to construct a booth for the Navajo Tribal Fair. This traditional activity affords the school yet another opportunity to spread the "Rough Rock Story".

Although slowed down considerably, work continued on the Navajo history while Broderick Johnson began intensive rewriting of Navajo Biographies.

A change in emphasis and direction was planned in December as thought was given to the 1969-70 academic year. It was envisioned that the Center could then become a technical production unit for the Educational Services Department of the school. In this manner it would better serve both the classroom teachers and their children.

The mid-year self evaluation which took place in January found Navajo Curriculum Center staff serving on various committees to the benefit of the entire school. This did not, however, appreciably slow down the continuing work on Navajo History and Biographies.

In April copies of the works published thus far were delivered to Bureau of Indian Affairs schools for evaluation. (This had been a stipulation in the contract).

The final two months of the year saw a flurry of activity as the printer returned the final copies of Lucy Learns to Weave, Grandfather Stories, Denetsosie, and Oral English at Rough Rock. Thus were the obligations previously incurred to publish certain materials all completed with the exception of the history and volume of biographies.

Having received an offer of employment which presented a new challenge to him, Mr. Hoffman and his family left Rough Rock. The Navajo Curriculum Center prepared for new leadership in 1969-70.

SECTION V

ROUGH ROCK DEVELOPMENT PROJECT

What was the Rough Rock Development Project at the close of 1968-69, started out as the Community Services Division of the demonstration school in the beginning of the year.

I. COMMUNITY SERVICES

Continuing in the same organizational structure as had been used during the first two years of the school's operation, Mr. Henry Dahlberg provided leadership to the Community Services Division. During the summer of 1968 he, and his department, were enmeshed in the intricacies of operating a summer school program which provided not only educational opportunities for Rough Rock's elementary students but also a boarding program for secondary students from throughout the reservation. This program concluded in July.

Attention was then turned to continuing the construction work started by the summer students and volunteers and to planning for innovations in the Arts and Crafts program during the 1968-69 academic year.

Work continued frantically on the building projects, especially on the industrial arts building which had to be ready for occupancy when school started. In the latter part of August the Public Relations Specialist devoted much of

his time to preparing the school's booth at the Navajo Tribal Fair.

With the opening of school for the third time since the demonstration project began, the Arts and Crafts programs were so arranged as to permit some instruction in these skills to be given to older students. Five craft areas were included: weaving (see figure #9), sashbelt making, basket making (see figure #10), silversmithing and saddle making (see figure #11).

For those adults in the community who had dropped out of high school, a GED program was instituted. In addition, the Adult Education Specialist continued his regular work in teaching the Dorm Parents and Arts and Crafts Trainees on a regularly scheduled basis (see figure #12).

Community Services also took leadership in the preparation of a School Board Training Proposal which was submitted to the Office of Economic Opportunity in September.

Keeping many irons in the fire, talks were begun with officials from the Department of Housing and Urban Development as to the possibilities of construction of a community building in Rough Rock. The response was encouraging. An architect drew up plans and the school board approved them. Thus the stage was set for continued efforts to get this much needed addition to the community.

In November additional playground equipment was made

40/41/42/43/44

and installed for the younger children.

The local Community Action Committee, which had been less active than was meet, was reorganized with better representation of all segments of the community.

To assist in maintaining some semblance of decent roads, the school purchased a road grader from a construction company operating in the area. This piece of machinery proved invaluable in maintaining our preschool bus routes.

To Arts and Crafts was added a new skill: moccasin making.

Just before Christmas, conversations were begun with the Navajo Housing Authority for construction of ten low cost housing units at Rough Rock.

Thought was also given to a radical reorganization of the Community Services Department following the holidays.

II. ROUGH ROCK DEVELOPMENT PROJECT

With the return of the staff to the school following the Christmas recess, it was decided to abolish Community Services as such and to reconstitute it as the Rough Rock Development Project. In doing so, many employees were transferred to other departments with the resulting streamlined Rough Rock Development Project thus freed to devote its attention entirely to the needs of the community. Its

relationship to the school was also altered: it now became only tenuously affiliated; much more closely connected to the community.

The Navajo Mental Health Project proposal, on which the old Community Services Department had labored for so long, was finally completed and submitted to Washington for funding.

Traversing the ways of the Department of Housing and Urban Development proved to be far from easy: red tape was encountered which fairly stalled the application for construction of a community building.

Anticipating his resignation at the close of the academic year, Mr. Dahlberg urged the hiring of a trainee to replace him. The school was particularly fortunate in finding Mr. Raymond Sells, a recent graduate of Arizona State University, who was born and reared in Rough Rock ahd speaks excellent Navajo (who is, in fact, a Navajo himself).

With the assistance of Mr. Sells, closer cooperation and coordination of efforts with the local tribal leadership became a reality.

Particularly good news was received that the Navajo Housing Authority had approved the construction of ten low cost housing units for Rough Rock.

In March one of the most successful projects was

completed: installation of a butane filling station. This convenience was immediately seized upon by many local people as affording them an opportunity for better living.

In April Mr. Sells assumed leadership of the Rough Rock Development Project and was immediately confronted by a problem of no mean proportions: overflowing sewage lagoons. The involvement of the local community (whose grazing areas and livestock were thus threatened) was immediate and vociferous. Appropriate action was taken to remedy the problem.

The year then concluded with continued work on construction projects begun the previous summer and keen anticipation over the promised start on construction of ten new low cost housing units.

SECTION VI

SCHOOL BOARD DECISIONS

Throughout the 1968-69 year the most frequent order of business for the Rough Rock School Board was to fill vacancies on the staff due either to a cessation of employment because the worker had filled his job for the time allowed (as in rotating positions such as Dorm Parents, Trainees in Arts and Crafts); because the worker had been fired (usually for poor job performance caused primarily by drinking); or because the employee resigned for personal reasons.

Other significant decisions made by the board were:

I. JULY, 1968

(1) Assumed control over Head Start education in the Rough Rock community.

(2) Appointed one of their members: John Dick, to represent the school on the Chinle Agency Council.

(3) Set aside $5,000 for mental health training to tide the program over until the National Institute of Mental Health grant comes through.

(4) Terminated the poultry project due to lack of adequate space for its operation.

(5) Rejected a suggested new format for School-Community meetings.

II. AUGUST, 1968

(1) Decided to abandon the local Health Committee and have the School Board take over its responsibilities.

(2) Met with Dr. Farley from Cornell about getting a physician to serve at Rough Rock full time.

(3) Added saddle making to the Arts and Crafts curriculum.

III. SEPTEMBER, 1968

(1) Decided to continue the kindergarten program just started, despite the failure of the Bureau of Indian Affairs to pay for this program as they had promised.

(2) Adopted a new policy on drinking which is stricter and more explicit than the one used heretofore.

IV. OCTOBER, 1968

(1) Formulated new policy on acceptance of out of district students.

(2) Decided to stockpile hay against the coming winter.

(3) Approved operation of the Futures for Children Program at Rough Rock.

(4) As a result of the $800 fire in the Community Services Building, made a new policy: nothing is to be stored in heater closets.

(5) Approved of an evaluation of the school by Abt Associates.

(6) Went on record as disapproving of the performance of the Eagle Dance by the school's Indian Dance Club.

V. NOVEMBER, 1968

(1) Approved teachers visiting other schools enrolling large numbers of Navajo children, both on and off the reservation. (This group visit will be arranged by the administration).

(2) Solved problem of parent irate over tribal clothing her children received (allegedly the sizes were too small).

(3) Approved purchase of a road grader to help maintain our preschool bus routes.

(4) Disapproved pottery and enameling training sessions suggested, as going too far afield from traditional Navajo arts and crafts.

(5) Approved seeking $100,000 in Bilingual Education funds.

VI. DECEMBER, 1968

(1) Approved, subject to further administrative refinement, the Parent Live-In Plan.

(2) Established priorities for use of road grader:

(a) Bus routes

(b) Air strip

(c) Emergency roads

(3) Sanctioned preparing booklet about the school for the Navajo Tribal Council.

(4) Gave a faculty member the choice of either quitting on December 31 or being fired. (He quit).

(5) Denied "extra" vacation time for teachers at Christmas. Decided that such time would continue to be computed according to the arrangement which was in effect when the teachers came to work in September.

(6) Asked the Community Services Department to establish a butane filling station in the local community.

VII. JANUARY, 1969

(1) Accepted the new Table of Organization for the remainder of the school year.

(2) Fired a janitor for habitual drunkenness (he was the son of a school board member who protested vigorously but to no avail).

VIII. FEBRUARY, 1969

(1) Met with Bureau of Indian Affairs officials seeking additional classroom facilities; presented a formal resulution to this effect to the Bureau of Indian Affairs.

(2) Approved certain Aides as substitute teachers when necessary, providing that such substitute work does not continue more than three consecutive days for any one teacher.

(3) Approved the administration's plans for summer school in 1969.

(4) Fired an employee for drunkenness.

IX. MARCH, 1969

(1) Gave faculty member option of immediately resigning or being fired. He resigned.

(2) Asked that an evaluation of the school be done by several prominent Navajos.

X. APRIL, 1969

(1) Approved a ten months work plan for the faculty.

(2) Approved purchase of a large school bus.

XI. MAY, 1969

(1) Asked that the bad curve by the hill and the roadway by the old school be repaired.

(2) Voted to petition the Bureau of Indian Affairs to repair the overflowing sewage lagoons.

(3) Refused to consider a request by a religious group that they be allowed to move a trailer onto the campus. Referred them instead to the total Rough Rock Chapter.

(4) Expressed displeasure over the Erickson Evaluation Report which has recently been received.

(5) Approved the school calendar for 1969-70.

XII. JUNE, 1969

(1) Established the Rough Rock Endowment Fund.

(2) Gave to the local chapter the responsibility of selecting all Neighborhood Youth Corps workers from now on.

(3) Voted to establish a cafe on the campus for business training for local adults.